of learning. China's *literati* were all but impervious to what their fellows in the West were thinking and achieving.

After 189S, and particularly after 1900, conditions rapidly altered. Schools with curricula combining Western and Chinese subjects were established in increasing numbers. The abolition, in 1905, of the old civil service examinations brought to an end the structure by which much of Chinese thought had been molded since the Han. The government planned a school system in which the old and the new learning should be combined. It had as its ideal compulsory primary education for all, with higher primary and secondary schools and universities. Through the years various modifications of this were projected.

Enormous difficulties confronted the realization of such a plan—among them the training of the thousands of teachers required, political influence in appointments to faculties and corruption in administration, the cost of equipment, and the expense for maintenance and salaries in a country heavily burdened by the exactions of military leaders. It is not strange that at times progress was slow. Promising universities arose and attracted students, only to disintegrate after a few years with a change in leadership and the fluctuations of politics. The disorganization was particularly great in the years 1926-1928 when the Nationalist Government was fighting to establish itself. In 1923 about six and a half million pupils enrolled in government schools of all grades (a substantial increase over any preceding year for which figures are available), about half a million were in schools maintained by Christian missions, Protestant and Roman Catholic, and an unknown number, perhaps three or three and a half million, in private schools of the old type. Figures for

1931 showed thirty-four universities and colleges with 17,285 students, sixteen technical institutions with 2,168 students, and about thirteen hundred secondary schools with 234,811 students. Many cities extended their primary schools, especially after 1928. In 1929-1930 primary schools enrolled over eight million eight hundred thousand children. True to their traditions, the Chinese had a passion for education and showed an almost pathetic confidence in it as a means of national salvation. Private initiative supplemented that of the government, not only in maintaining schools of the old type and assisting Christian institutions, but in estab-